



**ARKANSAS STATE
UNIVERSITY**

**Residency I and Residency II Handbook:
A Handbook for Residents, Experienced Mentor Teachers,
School Administrators and University supervisors**

2025-2026

**Arkansas State University
College of Education and Behavioral Science
Education Preparation Provider**

Adopted by the EPP

TABLE OF CONTENTS

SECTION I: WELCOME

I.A. Welcome Statement

I.A.1 Letter from the Dean

I.B. Contact Information

I.C. Mission & Vision Statements

I.C.1 Arkansas State University Mission, Core Values, Vision and Strategic Goals

1.C.1.a University Mission Statement

1.C.1.b Core Values

1.C.1.c Vision

1.C.1.d Strategic Goals from the [Discover 2025 and Beyond Strategic Plan](#)

I.C.2 College of Education and Behavioral Science Mission & Vision

1.C.2.a College of Education and Behavioral Science Mission

1.C.2.b College of Education and Behavioral Science Vision

I.C.3 College of Education and Behavioral Science Mission & Vision

1.C.3.a Educator Preparation Provider (EPP) Mission

1.C.3.b Educator Preparation Provider (EPP) Vision

1.C.3.c Educator Preparation Provider (EPP) Motto

1.C.3.d Educator Preparation Provider (EPP) Goals

I.D. Definitions of Terms

I.E. Crosswalk of Standards (InTASC, CAEP, ATS, and Science of Reading)

SECTION II: POLICIES AND PROCEDURES

II.A. Residency Eligibility (including Academic and Testing Requirements, Background Check and Liability Insurance, and Residency Structure)

II.A.1. Checkpoints

II.A.1.a Admission to Teacher Education Programs

II.A.2.b Pre-Teacher Residency Check (one semester prior to Residency I semester)

II.A.2.c Residency I Validation Check (beginning of Residency I semester)

II.A.2.d Residency II Validation Check (beginning of Residency II semester)

II.A.2.e Exit Evaluation Assessment (End of Residency II semester)

II.B. Field Experience Assignments

II.B.1. Placement

II.B.2. Experienced Mentor Teacher

II.C. Residency Requirements

II.C.1. Schedule

II.C.1.a. Residency I Semester Schedule

II.C.1.b. Residency II Semester Schedule

II.C.2. Attendance

II.C.2.a. Make-up Days

II.C.3. Daily (School) Schedule

II.C.4. Working with the Experienced Mentor Teacher

II.C.5. Guidelines for Substitute Teaching during Residency

II.C.6. Working during Residency

II.D. Professionalism Policies

II.D.1. Social Media/Technology

II.D.2. Dress Code

II.D.3. Liability

II.D.4. Code of Ethics

II.D.5 Dispositions

II.E. Teacher-of-Record Pathways

II.E.1. Masters of Art in Teaching

II.E.2. Aspiring Teacher Permit

II.E.3. Apprenticeship Program

SECTION III: ASSESSMENT OF RESIDENT

III.A Assessment Schedule

III.B. Educator Dispositions Assessment

III.C. Grading Procedures

III.D. Assessment by Residency University supervisor

III.C.1. POP Cycles

III.C.2. Walk-throughs

III.E. Performance and Final Grade

III.F. Professional Support

III.G. Improvement Plan

APPENDICES:

A Residency Attendance Form

B. Teacher Intern Make-up Days Form

C. Withdrawal from Teaching Internship

SECTION I: WELCOME

I.A. Welcome Statement

The **College of Education and Behavioral Science (COEBS)** and the **Office of Professional Education Programs (PEP)** welcomes you to your yearlong residency. Utilize this time to learn all you can from the Experienced Mentor Teachers (EMTs), School Administrators and other personnel you encounter each day. Make the most of your residency as you learn and grow professionally by engaging with your EMT in every aspect of the profession.

The residency is a year-long, clinically intensive competency-based experience that combines our traditional methods courses with an extended clinical experience. The year-long residency is an integral component of the teacher education program and crucial to the preparation of future teachers. This capstone experience provides classroom opportunities for residents to develop and to demonstrate teacher education outcomes as outlined in the Arkansas Teaching Standards (ATS). The development of a professional teacher is a lifelong process with the year-long residency being the culmination of formal study and the beginning of professional independence. The main purpose of the year-long residency is to help the resident to become a Day One Ready teacher. The year-long residency will require knowledge, dedication, enthusiasm, and stamina on the resident's part. It requires encouragement, assistance, trust, and compassion from the EMT, University supervisor (US), and Residency Coordinator. Open, professional communication among the resident, EMT, US, and Residency Coordinator will enhance the field experience. This handbook is one way of communicating the policies, procedures, and roles/responsibilities of residents, EMTs, and USs. The purpose of this handbook is to assist in strengthening the residency experience for all program stakeholders.

The following provides resident-specific policies and procedures; however, this is not an exhaustive list. Arkansas State University (A-State) Residents are acting as school district employees and must adhere to all district policies.

Failure to meet expectations, as outlined in the Residency Handbook, including excessive absences, may disqualify a Resident from meeting the requirements of this program; and therefore, will prevent the Resident from obtaining an Arkansas teaching license. Residents may request special consideration for extenuating circumstances from the Residency Coordinator and the A-State Educator Preparation Provider (EPP) as needed.

I.A.1 Letter from the Dean



ARKANSAS STATE
UNIVERSITY

A PUBLIC RESEARCH INSTITUTION

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

P.O. Box 940, State University, AR 72467 | o: 870-972-3057 | AState.edu/College/Education | coe@AState.edu

Dear Resident,

Welcome to Arkansas State University's Teacher Residency Program! We are thrilled to have you join our vibrant and dedicated community of educators. As you embark on this transformative journey, we want to acknowledge the hard work, passion, and commitment you've already demonstrated in pursuing this path.

This handbook has been created to guide you throughout the residency year. It offers the policies and procedures, such as admissions, placements, daily schedule, assessments, and our expectations of professionalism, that will support your growth and success as a Resident. Whether you are in the classroom learning from experienced mentors, participating in professional development, or reflecting on your teaching practices, this residency program is designed to provide you with the tools, knowledge, and support needed to become an exceptional educator.

Teaching is both an art and a science, and through our comprehensive program, we aim to provide you with the skills, strategies, and reflective practices to thrive in any classroom setting. You will find that this journey will be challenging yet immensely rewarding as you develop your unique voice as an educator and make a lasting impact on the students you teach.

Remember that you are not alone in this journey. Your fellow residents, mentors, and the entire faculty here at AState are here to support and encourage you every step of the way. We encourage you to reach out, ask questions, seek advice, and share your experiences—this is a collaborative learning community where we grow together.

We are excited to see all the amazing contributions you will make, and we are honored to be part of your journey toward becoming an inspiring, impactful educator.

Once again, welcome to A-State's Residency Program. We look forward to the year ahead and all the growth, learning, and success that will come from it.

Wolves Up!

Annette R. Hux

Annette R. Hux, Ed. D.

Dean, College of Education and Behavioral Science

I.B. Contact Information

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Education/Communication, Room 329

Phone: (870) 972-3057

OFFICE OF PROFESSIONAL EDUCATION PROGRAMS

Education/Communication, Room 213

Phone: (870) 972-2099

I.C. Mission & Vision Statements

I.C.1 Arkansas State University Mission, Core Values, Vision and Strategic Goals

1.C.1.a University Mission Statement

A-State *educates* leaders, *enhances* intellectual growth, and *enriches* lives. (A-State = e^3)

1.C.1.b Core Values

A-State values the following as central to our success:

- Student-Centered: We are committed to education, inquiry, and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual, and career growth.
- Learning-Centered: We nurture intellectual flexibility, knowledge, and skills by integrating teaching, research/scholarship, assessment, and learning to promote continuous improvement of our scholarly community.
- Excellence: We pursue excellence within the campus community through opportunities for achievement in teaching, research, scholarship, creative activity, and service.
- Diversity: We embrace diversity in all its dimensions realizing that mutual respect for individualities and the inclusion of all are vital for both personal and institutional success.
- Service: We support and recognize service at all levels of the university. We strive to contribute to the benefit of the university, the state, the nation and the world.
- Integrity: We hold high standards of character and integrity as the foundations upon which the university is built.

1.C.1.c Vision

To be a university that is a recognized leader in the power of higher education to transform lives at an inclusive research institution.

1.C.1.d Strategic Goals from the [Discover 2025 and Beyond Strategic Plan](#)

1. **Student Success: Develop a diverse learning community and innovative environment that provides engaged and continuous support for future and current students to pursue lifelong goals.**
 - Optimize undergraduate and graduate student recruitment in Arkansas and beyond (regional, national, international) through customized, targeted promotion

- Build an agile system of linked communication and tracking to support undergraduate and graduate student success and improve retention
- Create opportunities for P-12 students to engage with the university

2. Teaching and Learning: Invest in viable and relevant academic programs designed to meet the needs of our students and their future employers.

- Foster and promote general education to expand learning experiences of students in an ever-changing society
- Assess the viability and relevance of new and current academic programs that promote excellence in teaching and learning
- Actively encourage academic programs to utilize interdisciplinary approaches to enhance creativity and critical thinking
- Increase high-impact opportunities for all students such as study abroad, internships, and student research
- Create educational programs that are responsive to the employment needs in the region

3. Research and Creative Activities: Invest in academic research, scholarly activities, and creative endeavors (faculty and student) that build on academic strengths and leverage regional opportunities.

- Invest in faculty research, student research, and administrative research capacity
- Incentivize entrepreneurial ventures through faculty startups, industry partnerships, private sector, government, public, and non-profit organizations/spaces
- Invest in new and innovative research areas
- Build and equip adequate facilities
- Identify research areas to enhance and expand graduate programs

4. Community Engagement: Strengthen the university's engagement with the community through economic and cultural endeavors.

- Leverage our current role as a cultural center to become the recognized and valued cultural hub for the Jonesboro region and Northeast Arkansas
- Designate and invest resources in areas necessary to oversee and champion the university's overall role in the community
- Partner with community stakeholders to advance and create diversity initiatives
- Increase workforce placement and partnerships through collaborations with business, industry, nonprofit, and other education organizations
- Create organization structures to coordinate and centralize community engagement activities

5. Campus Culture and Shared Values: Improve campus culture and promote shared values.

- Incorporate the Every Red Wolf Counts philosophy in all areas of the campus community
- Embrace diversity, inclusion, and civility as important values

- Invest in professional development and recognize employees for their commitment to campus service
- Encourage increased health and wellness program participation
- Foster a greater commitment to environmental impact and sustainability
- Establish and promote campus traditions

I.C.2 College of Education and Behavioral Science Mission & Vision

1.C.2.a College of Education and Behavioral Science Mission

To provide curricula/instruction to enhance development of physical, mental, social and emotional qualities essential for living a quality life while providing quality professional preparation programs that meet appropriate standards at both the undergraduate and graduate levels.

1.C.2.b College of Education and Behavioral Science Vision

To accomplish our mission, the college places primary focus on quality teaching striving to provide service to the (a) university, (b) elementary and secondary schools, (c) community and state, and (d) related professional organizations and agencies.

I.C.3 Educator Preparation Provider (EPP) Mission, Vision, Motto and Goals

1.C.3.a Educator Preparation Provider (EPP) Mission

The Arkansas State University Educator Preparation Provider (EPP) is to prepare culturally responsive educators with the knowledge, skills, and dispositions to meet the needs of all learners.

1.C.3.b Educator Preparation Provider (EPP) Vision

Our vision is to prepare candidates to be effective leaders and continuous learners in an ever-changing global society.

1.C.3.c Educator Preparation Provider (EPP) Motto

Inspiring educators today for a globally dynamic tomorrow.

1.C.3.d Educator Preparation Provider (EPP) Goals

Goal 1:

Identify, reach, and maintain/surpass a benchmark measure of inter-rater reliability on all EPP and program level assessments.

Goal 2:

Collect data from Formative Evaluation of Teaching Performance for Teacher Intern for purposes of EPP analysis of data for quality improvement.

Goal 3:

Implement EPP wide measure of candidate use of technology

Goal 4:

Implement EPP wide measure of candidate impact on student learning.

Goal 5:

Implement a measure of candidate dispositions and monitor across multiple checkpoints; incorporate mechanism to track individual candidate disposition over time (see also Goal 2)

I.D. Definitions of Terms

Accountability

The requirement, when undertaking an activity, to expressly address the concerns, requirements or perspective of others (Council for Higher Education (CHEA), 2001).

Actionable

Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal (CAEP, 2025).

Aspiring Teacher Permit

Undergraduate residents may have the opportunity to apply for an Aspiring Teacher permit. This permit allows an individual still completing their bachelor's degree toward initial licensure to serve as the Teacher-of-Record in an appropriate classroom setting for the Residency I and Residency II semesters.

Aspiring Teacher Rubric (Aspiring TESS Rubric)

This rubric, adopted from the Teacher Excellence Support System (TESS), supports residents' development. Residents will be observed and evaluated on the components of the rubric. The rubric can be found at: [Aspiring Teacher Rubric](#).

Arkansas Teaching Standards (Adapted from INTASC)

The Arkansas Department of Education adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC). These new Arkansas Teaching Standards are used in identifying competencies for all teachers and for advising teacher preparation programs in all Arkansas colleges and universities.

Candidate

An individual, admitted to the Teacher Education Program, engaged in an EPP's preparation process for P-12 professional education licensure/certification (CAEP, 2025)

Clinical (Field) Experiences

Guided, hands-on, practical activities designed to allow for practicing and demonstrating the application of professional knowledge and theory in field-based settings. These include, but are not limited to, culminating clinical practices such as student-teaching or internship (CAEP, 2025).

Completer

A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure (CAEP, 2025).

Content

The central concepts, tools of inquiry, and structures of a discipline (FAU, 2021).

Council for the Accreditation of Educator Providers (CAEP)

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013 (CAEP, 2025).

Educator Disposition Assessment (EDA)

To gain full depiction of a candidates' teaching effectiveness, all aspects of the teaching act must be considered. Not only must teachers possess content and pedagogical knowledge and skills, they must deliver instruction in a manner which results in positive learning impact. A substantial amount of research showed the attitudes, ideals, and principles teachers held regarding their students, teaching, and themselves, strongly influenced their impact on student learning and development. The Educator Disposition Assessment measures candidates' attitudes, ideals, and principles in their dispositions (Adapted from the EDA Technical Guide, 2017).

edTPA

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 28 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment (edTPA, 2025).

Arkansas State University Educator Preparation Provider (EPP)

A-State unit that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel. EPPs may include non-profit organizations, public or private institutions of higher education, a school district, a corporation, or a governmental agency (CAEP, 2025). Educator Preparation Providers (EPP) determine what candidates will need to do to meet program and graduation requirements (Arkansas Division of Elementary and Secondary Education (DESE), 2020).

Experienced Mentor Teacher (EMT)

Highly qualified K-12 classroom teacher who has met the required standards and will support and coach a resident in their classroom for a year-long residency experience.

Faculty

The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes

academic as well as clinical faculty, and EPP based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members (CAEP, 2025).

Field Experience

Field experiences are an integral part of the teacher education preparation program. All field experiences are designed to enable candidates to acquire the knowledge, skills, and professional dispositions to teach a varied population of K-12 students in today's elementary and secondary schools. Candidates have at least three well-sequenced clinical field experiences consisting of an early field experience during the sophomore year, a mid-level during the junior or first semester senior year, and a capstone experience during the senior year (Adapted from the Arkansas State University Teacher Education Handbook, 2023).

Key Assessment

Terminology used by the EPP to identify assessments used by faculty to evaluate candidates and provide them with feedback on their performance. Key assessments are used to examine candidates consistently at various but intentional points from admission through exit of a program (Nicholls State University (NSU), 2024).

Level I Introductory Field Experience

Level I field experiences are integrated in TE 2003, Introduction to Education (K-6, 4-8, and specific K-12 special education and Spanish), SCED 2513, Introduction to Secondary Teaching (7-12 and K-12), and ELSE 3223, Introduction to Teaching in Special Education. Candidates will be assigned to an area elementary or secondary school for the equivalent of 30 clock-hours of observation and related experiences. The experiences and specific assignments will be supervised by the instructor of the introductory class. The observations are a required component of the class. If observations are not documented as complete, candidates will receive an "I" (incomplete) or a grade of F.

Licensure (Certification)

Arkansas State University offers programs that lead to licensure in a variety of grade levels and subject areas. Regulations governing the licensure of teachers in Arkansas are issued by the Arkansas Board of Education. Licensure rules and regulations are always subject to change due to current legislative or state departmental actions (Adapted from the University of Arkansas (UARK), 2025).

Mission

An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider (CAEP, 2025).

Pre-Conference, Observation, and Post-Conference Cycle (POP Cycle)

A POP Cycle is a performance evaluation utilized to measure residents' development and influence on student learning. It is comprised of a pre-conference, observation, and post-conference.

Professional Development

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage

them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement (Interstate Teacher Assessment and Support Consortium (InTASC), 2013).

Professional Dispositions

Professional dispositions are the principles or standards that underpin a teacher's success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities (Washington State University, 2025).

Professional Education Programs (PEP)

The Professional Education Programs (PEP) Office is responsible for the coordination of the field experience. The unit is also designed to assist students from the time of admission to Teacher Education programs to completion of teacher licensure. The monitoring and/or coordination of admission into the teacher education program, field experiences, licensure (both at the initial and advanced programs level), and partnerships are major responsibilities of this office.

Professional Knowledge

A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks...deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities (Adapted from FAU, 2024).

Professional Skills

An educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s) (FAU, 2024).

Program

A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in a P-12 setting. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.). (CAEP, 2025).

Provisional Teaching License

A state or national (outside of U.S.A.) credential/certificate/license provided for a limited period of time while an individual completes requirements for a standard teaching license. The license is issued by the appropriate office related to teacher licensure for the state/nation.

Quality Assurance System

Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements (CAEP, 2025).

Residents

Teacher candidates in the residency model who are working towards completing a one-year internship during their final year in the education program at A-State.

Residency I

Residents are engaged in authentic field-based experiences for approximately 50% of their semester credit load. The remainder of the semester is designated for participation in professional studies using effective instructional delivery methods (Arkansas State University Residency Handbook, 2025).

Residency II

Residency II provides candidates culminating opportunities on which to transition into the profession as competent and caring educators. Residents are engaged in authentic experiences that may include co-teaching models, evidence-based learning, and reflective practice (Arkansas State University Residency Handbook, 2025).

Residency Coordinator

Responsible for all administrative duties needed to run the residency program for the EPP.

Rigor

In education, refers both to a challenging curriculum and to the consistency or stringency with which high standard for learning and performance are upheld (adapted from the Western Association of Schools and Colleges glossary).

Specialized Program Associations (SPA) Recognition

The process entails alignment of licensure area program information with national standards developed by professional associations that have entered into a partnership with CAEP through a service agreement. The review of individual programs within EPPs leads to National Recognition of programs upon meeting the SPA Standards. The goal is for EPPs to ensure that candidates enrolled in a program undergoing review can apply content and pedagogical knowledge as reflected in outcomes assessments in response to SPA Standards. CAEP Accreditation and SPA National Recognition are separate designations achieved by EPPs through two independent processes; however, decision reports from program-level review through a SPA may be used as partial evidence for CAEP Standard 1 (Initial Licensure) and/or Standard A.1 (Advanced Level) (CAEP, 2025).

Stakeholders

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education (CAEP, 2025).

Standards (also known as Outcomes/Goals/Components)

Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning (CAEP, 2025).

Stakeholders

Refers to all those involved during a resident's internship (residents, A-State EPP Faculty and Staff, EMTs, building administrators, district administrators, and educational cooperative).

Teacher-of-Record

Individual hired to be the full-time primary teacher for a class or set of classes; the Teacher-of-Record receives the same compensation of teachers with a standard license. Long-term substitute and paraprofessional positions are not counted as a Teacher-of-Record.

University supervisor (US)

A University supervisor is an experienced educator/faculty member from A-State who provides guidance, support, and evaluation to residents during their residency.

Value Added Measure (VAM)

A growth model describes the change in student achievement over a period of time (DESE, 2020).

I.E. Crosswalk of Standards (InTASC, CAEP, ATS, and Science of Reading)

Arkansas Teaching Standards (adopted from InTASC Standards)		CAEP 2022 Initial Level Standards	edTPA Rubric	Science of Reading
<p>The Arkansas Department of Education has adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC) to replace the Arkansas Standards for Beginning Teachers (1995). InTASC is a program of the Council of Chief State School Officers (CCSSO). These new Arkansas Teaching Standards are to be used in identifying competencies for all teachers and for advising teacher preparation programs in all Arkansas colleges and universities.</p> <p>The standards have been grouped into four general categories to help users organize their thinking about the standards (Model Core Teaching Standards: A Resource for State Dialog, InTASC, 2011):</p>				
The Learner and Learning	Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	R1.1	1.2, 1.3, 1.4, 1.5, 3.14	Standard 1
	Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	R1.1	1.1, 1.2, 1.3, 1.4, 2.6, 2.7, 3.14	
	Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	R1.1	1.1, 2.6, 2.7, 2.8, 2.9	
Content	Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	R1.2	1.1, 1.2, 1.3, 2.7, 2.8, 2.9, 2.14	Standard 2
	Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	R1.2	1.4, 2.7, 2.8, 2.9, 2.14	
Instructional Practice	Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	R1.3	3.11, 3.12, 3.13, 3.15	Standard 3
	Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	R1.3	1.1, 1.2, 1.3, 3.15	Standard 4
	Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	R1.3	1.1, 1.2, 1.4, 2.6, 2.7, 2.8, 2.9, 3.15	Standard 4
Professional Responsibility	Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	R1.4	2.19, 3.15	Standard 5
	Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	R1.4		Standard 5

SECTION II: POLICIES AND PROCEDURES

II.A. Residency Eligibility

Academic and Testing Requirements:

- **GPA:** Attain minimum overall GPA of 2.70 beginning August 24, 2015 (Program of Study and MAT students must have a minimum of 3.0 overall in courses for Program of Study)
- Students must complete all course with the exception of courses offered during Residency I. Review your program check sheet for specifics.

Background Check and Liability Insurance:

- **Background Check:** Current and approved background check in Arkansas Educator Licensure System (AELS), including fingerprinting, during May and June prior to the residency year.
- **Professional Liability Insurance:** Obtain and submit proof of professional liability insurance by August 1st of the residency year.

Residency Structure:

- **Residency I:** Engage in a minimum of 18 hours per week for 15 weeks field component during the fall semester, including additional coursework and practical classroom experience.
- **Residency II:** Participate in a minimum of 15 full weeks of observation, teaching, and may include co-teaching during the spring semester.

II.A.1 Checkpoints

It is the candidate's responsibility, with the assistance of your advisor and/or program coordinator, to initiate the online application for admission into the teacher education program in accordance with the procedures established by your department screening committee. This committee will evaluate your records and determine your eligibility for admission into the teacher education program.

Timeline:

- Admission to Teacher Education Programs – Checkpoint 1
- Pre-Teacher Residency Check – semester PRIOR to Residency I
- Residency I Validation – beginning of Residency I semester
- Residency II Validation – beginning of Residency II semester
- Exit Evaluation Assessment – end of Residency II semester

II.A.1.a Checkpoint 1: Admission to Teacher Education Programs

Candidates making formal application into the teacher education program must meet the following admission requirements.

Admission Requirements:

1. Submit the Online Application for Admission
2. Attain minimum overall GPA of 2.70 beginning August 24, 2015 (Program of Study and MAT students must have a minimum of 3.0 overall in courses for Program of Study)
3. Complete specific courses with a grade of “C” or better in each: ENG 1003, Composition I; ENG 1013, Composition II; MATH 1023, College Algebra or MATH 1043, Quantitative Reasoning, or STAT 2003, Introduction to Statistics; Introduction to Education (specific to each department); and COMS 1203, Oral Communication or Speech Proficiency (as specified by the program/department)*
4. Complete minimum of 30 semester hours*
5. Complete the Professional Dispositions Self-Assessment as prescribed in the Teacher Education Handbook
6. Complete the Professional Ethics Assessment as prescribed in the Teacher Education Handbook
7. Complete the Admission Technology Checkpoint Requirement
8. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards on the application
9. Document an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check
10. Verify that candidate has received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards
11. Appear individually for a personal interview before the Department Screening Committee
12. Must have proof of LiveText/Student Learning & Licensure (SL&L) account at admission

Candidates will need to verify meeting admission requirements to remain enrolled in courses requiring admission to the Teacher Education program. Such courses are designated by an asterisk in the Undergraduate Bulletin*. When the candidate's application is approved by the Professional Education Programs Director, candidates will receive official notification via email. Official admittance to the teacher education program does not carry a guarantee of continuance in the program. In addition to the retention checkpoints, candidates must maintain academic proficiency, effective dispositional behaviors, moral responsibility, emotional stability, and satisfactory professional growth to continue in the program.

*Not required for MAT candidates

II.A.1.b Checkpoint 2: Pre-Teacher Residency Check (semester prior to Residency I)

Candidates must meet the following requirements *one semester prior to the Residency I semester* to continue in the program.

1. Maintain a minimum overall GPA of 2.70
2. Earn a “C” or better in all Professional Education courses completed to date
3. Have confirmation of program eligibility for the Residency I experience
4. Provide documentation of an approved Child Maltreatment and Arkansas State Police (ASP) and FBI Background Check to be eligible for Residency I

II.A.1.c Residency I Validation Check (beginning of Residency I semester)

Candidates must meet the following requirements *at the beginning of the Residency I semester* to continue in the program.

1. Formal admittance into the teacher education program
2. Senior standing—a minimum of 90 semester hours*
3. Maintain a minimum overall GPA of 2.70 (minimum of 3.0 in all course work required for Program of Study and MAT candidates)
4. Earn a “C” or better in all Professional Education courses completed to date
5. Completion of Exceptional Child in the Regular Classroom or Adaptive PE for PE/Health majors with a “C” or better.
6. Pre-Teacher Residency Check Form filed with the Office of Professional Education Programs*
7. Registered for no more than 15 hours total (for MAT registration options, check with your program coordinator)
8. Provide documentation of an approved Child Maltreatment and Arkansas State Police (ASP) and FBI Background Check to be eligible for the Residency semester
9. Verification of clearance of disqualifying offenses listed in the *Teacher Education Handbook*
10. Complete the Professional Disposition Self-Assessment as prescribed in the *Teacher Education Handbook*

11. Meet the Clinical Candidate Technology checkpoint requirements as assessed within the licensure program

12. Attend the orientation sessions for Residency I

Transfer students must meet the above prerequisites and complete a minimum of twelve (12) semester hours of resident coursework at Arkansas State University to be eligible to enroll in Residency I.

*Not required for MAT candidates

II.A.1.d Residency II Validation Check (beginning of Residency II semester)

Candidates must meet the following minimum performance requirements to *continue into Residency II*.

1. Meet and maintain all requirements for Residency I
2. Have a completed Residency I Validation on file with Professional Education Programs Office
3. Completion with a 'C' or better of all professional education courses for secondary, K-12 education, and MAT majors and professional education/major courses for elementary education (K-6), special education (K-12), middle level (4-8) majors, with the exception of Residency II
4. Attainment of a minimum grade point average of 2.70 in all course work and a minimum grade point average of 2.70 in the major area (a minimum of 3.0 in all course work is required for Program of Study (POS) candidates and a minimum grade point average of 3.0 in the major area; Master of Arts in Teaching (MAT) candidates must maintain a minimum 3.0 grade point average for the master's degree). Some departments may require a 2.75 GPA in the major area. Please check with your advisor/program coordinator
5. Meet prescribed department/program requirements
6. Verification of clearance of disqualifying offenses listed in the Teacher Education Handbook
7. Document an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check
8. Complete the Professional Disposition Self-Assessment as prescribed in the *Teacher Education Handbook*

9. Meet the Clinical Candidate Technology checkpoint requirements as assessed within the licensure program

II.A.1.e Exit Evaluation Assessment (End of Residency II semester)

Candidates must meet the following minimum performance requirements to graduate from the teacher education program.

1. Successful performance in Residency II, earning at least a 'C' or better
2. Maintain a minimum overall GPA of 2.70 (minimum of 3.0 in all course work required for Program of Study and Master of Arts in Teaching students)
3. Meet EPP and program portfolio requirements
4. Complete assessments specified for the Arkansas teacher licensure being pursued
5. Meet graduation requirements documented through Degree Works
6. Complete Exit Evaluation

II.B. Field Experience Assignments

II.B.1 Placement

The placement process for teacher residency candidates at Arkansas State University (A-State) is designed to ensure meaningful, standards-aligned clinical experiences in partnership with approved P-12 schools. This process adheres to the requirements set forth by the Arkansas Department of Education (ADE) and the Division of Elementary and Secondary Education (DESE).

Placement Assignments:

- **Residency I:** Engage in a minimum of 18 hours per week for 15 weeks field component during the fall semester, including additional coursework and practical classroom experience.
- **Residency II:** Participate in a minimum of 15 full weeks of observation, teaching, and may include co-teaching during the spring semester.

These placements are coordinated by the Professional Education Programs (PEP) office and are based on several factors, including program requirements, candidate readiness, and the availability of qualified mentor teachers.

Placement Criteria:

- **Accredited Schools:** Placements are made in PK-12 schools accredited by DESE.
- **Experienced Mentor Teachers:** Experienced Mentor Teachers (EMTs) must hold a valid teaching license in the appropriate content area and have a minimum of three years of teaching experience. Elementary and Special Education EMTs must be Proficient in the Science of Reading.
- **Proximity:** Placements are typically within a 60-mile radius of the A-State campus to facilitate supervision and support.
- **Conflict of Interest:** Residency candidates will not be placed in schools from which they graduated (i.e., their high school alma mater) or where close family members are employed or attend. This policy is in place to support professional boundaries and ensure an objective learning experience. Employed individuals may be exempt from this policy.

Placement Procedure:

- **Assignment:** Residents should not initiate contact with schools or mentor teachers for placement purposes. All placements are arranged through the PEP office to ensure compliance with PEP and DESE guidelines. Exceptions may be made in case a school requests a particular resident.
- **Confirmation:** Once a placement is confirmed, Residents will be notified by the PEP office and provided with details regarding their assigned school and EMT.
- **Changes:** Requests for changes to placements are considered only under exceptional circumstances and must be submitted in writing to the PEP office. Approval of such requests is at the discretion of the PEP office and relevant academic committees.
- **Resident Responsibilities:** Residents are responsible for notifying the PEP office of any circumstances that may affect their placement. Residents are responsible for being aware of the policies and procedures as part of their residency program and criteria for placement.
- **Professional Conduct:** Residents are expected to adhere to the professional standards and policies of both A-State and the assigned school. (See Section II.D)
- **Attendance:** Regular and punctual attendance is mandatory. Any absences must be communicated promptly to both the EMT and University supervisor (US). (See Section II.C.2)
- **Evaluation:** Residents will be evaluated on their performance during the residency, including lesson planning, instruction, classroom management, and professional demeanor. (See Section III)

II.B.2 Experienced Mentor Teacher (EMT)

The Experienced Mentor Teacher (EMT) is the individual who works on a daily basis with the resident and who serves as the full-time co-teacher. The EMT is a critical figure within the residency student teaching experience, acting as a mentor and day-to-day guide during a resident's placement. The role of the EMT is to serve as a mentor and coach who models and plans effective co-teaching instruction, creates a supportive classroom environment where residents are

encouraged to take risks and reflect daily, observes and provides specific, actionable feedback to the resident candidate this is missing in lists below? , and provides implementation support so that residents candidates will have a lasting impact on student achievement. For MAT and Aspiring Teachers, the EMT will not be in the classroom with the resident daily, but still serves in these capacities.

Serves as the mentor and role model for the resident:

- allow the resident to obtain competencies required for the Residency
- provide a warm, supportive atmosphere in the classroom and school environment
- establish a specific time each day for communication with the resident, to determine goals to be accomplished, to plan together, to discuss materials and the relationship between educational theory and classroom practice, to evaluate resident growth, and to help the Resident understand the importance of professional behavior
- confer regularly with the resident to establish positive and constructive approaches to classroom management, discipline, and teaching techniques
- assume, when necessary, the role of counselor in anticipating needs, addressing apprehension, and supporting expectations of the resident
- discuss teaching techniques and philosophy with the resident.
- share ideas and solicit the resident's ideas.
- allow the resident to implement use his/her their own ideas and techniques.
- support the resident in reflecting and problem solving
- help the resident choose and use high quality instructional materials (HQIM) and learning activities appropriate for the grade and discipline area, prepare to teach by reviewing lesson plans before they teach, discuss plans, and make modifications prior to the teaching episode
- guide the resident in selecting and using appropriate evaluation procedures
- demonstrate exemplary teaching techniques and professional responsibility
- enhance resident's progress by providing constructive criticism and informative feedback on a daily basis

Oversee the activities of the resident carefully and extensively:

- allow the resident to engage in many types of opportunities for learning, such as observing for a short period of time, small group and large group teaching, parent conferences, staff development sessions, professional meetings, extracurricular activities, and non-instructional activities
- assist the resident in planning a schedule of activities leading from observation to full-time teaching
- provide clear and actionable feedback to support the resident's continual growth

II.C. Residency Requirements

The Arkansas Department of Education (ADE) regulations for first-time standard licensure of teachers state that students complete their one-year teaching residency under the supervision of the institution from which they expect to graduate. To be eligible, Residents must meet the requirements outlined in their degree plan. Residents must also complete a Residency Intent application packet that will be distributed by the Professional Education Programs Office (PEP).

Requirements for the Residency Program are:

1. Complete the Pre-Teacher Residency Check one semester prior to Residency I

2. Must have completed all required background checks

3. Undergraduate Residents must be classified as seniors (Undergraduate Residents must have at least ninety semester hours of course credit before the start of Residency I)

MAT Residents should meet their program requirements and **MUST** be a Teacher-of-Record with an appropriate provisional license

4. Meet prescribed program/department requirements

5. Undergraduate candidates will have completed and earned a grade of “C” or better in all required professional education courses for secondary and K-12 education majors and professional education/major courses for elementary education (K-6), special education (K-12), and middle level (4-8) majors with the exception of the (candidates must have a ‘C’ or better in the Professional Education Courses (including Exceptional Child in the Regular Classroom and Educational Psychology; Adaptive PE for PE/Health majors). studies: Education (ECE/EDUC), Education Psychology (EPSY), and Special Education (SPED).

MAT candidates are required to have and maintain a 3.0 GPA in their program and have completed all program requirements except Residency II prior to the Residency II semester.

6. Maintain satisfactory evaluations by university supervisor and experienced mentor teachers in Residency I & II. All residents will be evaluated by utilizing the Aspiring Teacher Rubric based on TESS for effectiveness.

7. To continue into Residency II, candidates must have completed Residency I with a grade of “B” or better

8. Take all parts of the Praxis II Content Specialty Area Test(s) before Residency II begins and as prescribed by DESE to meet Arkansas licensure guidelines

9. Before beginning Residency II, residents must have completed all courses required in the degree program

General Guidelines

1. Residents must not be assigned to schools where members of their immediate families are staff members or students

2. Residents must provide evidence of comprehensive general liability insurance

3. Once assigned to a school, residents must adhere to all rules and regulations of that school and district and treat their residency placement as a contracted employee to fulfill the prescribed responsibilities of a resident at the selected site

4. Any changes in a resident's placement can only be done through the Professional Education Programs office (PEP), and only in extreme extenuating circumstances. If there are extreme extenuating circumstances, a written request with specific reason(s) must be submitted to the Associate Director of Field Experiences and/or designee

5. Residents start their clinical experiences when university classes begin and end their clinical experiences in the schools during the final exam week. However, residents will follow the calendar of the school district where they have been assigned (e.g., holidays, breaks, etc.) and not the A-State calendar for breaks

6. Professionalism must always be exhibited in work and attitude. Unprofessional conduct will result in dismissal from residency placement

7. Residents must go to their sites always prepared, including having completed lesson plans and applicable materials for conducting the class

8. During Residency II, residents are not allowed to take classes other than residency courses.

9. Outside employment is discouraged during the Residency II semester. Residents cannot be excused from their residency requirements because of employment responsibilities

10. If a resident has an absence (i.e., illness of the resident or a family member, or death of a family member), the resident must notify their Experienced Mentor Teacher (EMT) and the University supervisor (US) as soon as possible. Any lesson plans required during the period of the absence should be submitted to the EMT and the US

11. Residents should not hesitate to ask for assistance or guidance from the EMT first, then the US when needed

12. Follow the semester check sheet for program to stay on the graduation target date

II.C.1 Schedule

Comprised of the final two semesters of the program, the yearlong clinical residency is a time to learn and practice the art/science of teaching and to use the many instructional strategies learned and practiced throughout the preceding years enrolled in the Educator Preparation Provider (EPP). Residents are engaged in coursework and experiences designed to develop general and content specific pedagogy.

Residency I:

Residents are engaged in authentic field-based experiences for 18 hours per week in the first semester. The remainder of the semester is designated for participation in professional studies using effective instructional delivery methods. During Residency I, residents initiate efforts toward completion of a Mock edTPA portfolio performance assessment (Educative Teacher Performance Assessment) a will be submitted in LiveText/SL&L (across all EPP programs).

During Residency I, residents will participate in the following:

- Minimum of 18 hours a week at the school site in classrooms, mirroring the Experienced Mentor Teacher's (EMT's) daily routine (if not in a Teacher-of-Record position).
- One day of the week can be used for substituting, may not conflict with coursework (if not in a Teacher-of-Record position).
- Enrolled in content and pedagogical related courses to complete degree requirements.
- Opportunities to participate in both required and voluntary district or school led professional development, meetings, community events, etc.
- A minimum of 3 completed formal teaching observation cycles (POP Cycles), which include video capture and reflection components and evaluative feedback from observers. At least one will be completed in collaboration with the University supervisor (US) and EMT.
- 2-4 informal Classroom Walkthrough/Video observations to provide ongoing feedback, coaching, and support.
- Additional training as needed.

The program is structured such that it scaffolds greater responsibility, and sequences observations and participatory experiences, culminating in full time teaching during Residency II.

Residency II:

Residency II provides candidates with culminating opportunities in which to transition into the profession as competent and caring educators. During Residency II, residents initiate efforts toward completion of an edTPA portfolio performance assessment (Educative Teacher Performance Assessment) that **MUST** be submitted in LiveText/SL&L.

During Residency II, residents will participate in the following:

- Attendance at the school site in accordance with the district calendar
- 5 days per week at the school site which is equivalent to 360 hours in the second semester; one day of the week can be used for substituting (if not in a Teacher-of-Record position).
- Seminars and meetings related to your licensure area/major
- A minimum of 3 completed formal teaching observation cycles (POP Cycles), which include video capture and reflection components and evaluative feedback from the University supervisor. At least one POP cycle will be in collaboration with the EMT and US.
- 2-4 informal classroom walkthrough/video observations to provide ongoing feedback, coaching, and support.
- A Formal Summative Evaluation Conference/meeting in collaboration with Resident, EMT and US.
- Additional training as needed.

The following schedule is ONLY a suggested timeline. It can be adjusted to meet your situation; however, THIS IS ONLY AN EXAMPLE. All residents are to begin on the first day co-planning and co-reflecting with their experienced mentor teacher. This should include, but not be limited to, small group instruction, tutoring, lab work, facilitated learning stations, and discussion groups.

II.C.1.a Residency I Semester Schedule

Residency I: Weeks 1–16

Focus: Gradual immersion, observation, and increasing teaching responsibility with University supervisor support.

Week 1:

The teacher resident should observe the classroom and begin supporting routines. During this time, the resident should get acclimated to the school building, classroom procedures, and the expectations of the mentor teacher. Responsibilities may include assisting with supervision, small group work, recording attendance, and supporting behavior routines. Communication with the University supervisor should begin this week to understand expectations and timelines.

Weeks 2–4:

Begin teaching one instructional block or subject area per day. Continue assisting with other classroom tasks and begin practicing lesson planning in collaboration with the experienced mentor teacher. Meet regularly with the University supervisor and complete all required check-ins and observations.

Weeks 5–7:

Take on additional instructional blocks. The resident should now be involved in classroom transitions, managing instructional time, and building relationships with students through

instructional leadership. University observation cycles should continue, and residents should be applying feedback.

Weeks 8–12:

Teach approximately half of the school day. This includes assuming planning and instructional responsibilities for multiple content areas or classes. Continue working with the mentor teacher to refine instructional skills and with the University supervisor to ensure expectations are met.

Weeks 13–16:

Teach the majority of the day (nearly full-time). The resident should be leading instruction, assessment, and classroom management for most of the day while the Experienced Mentor Teacher provides feedback and support. This marks the culmination of Residency I, where the resident should demonstrate readiness to transition into full-day teaching in the spring.

II.C.1.b Residency II Semester Schedule

Focus: Full-day independent teaching with support, evaluation, and gradual release of responsibility back to the mentor.

Weeks 17–28:

The teacher resident assumes full-time teaching responsibilities across the entire school day. This includes planning, instruction, assessment, grading, and classroom management. Residents should operate as lead teachers, implementing feedback from both the Experienced Mentor Teacher and University supervisor. Residents will be evaluated during this time using formal university and school-based observation tools.

Weeks 29–32:

The teacher resident begins to transition responsibilities back to the experienced mentor teacher. During this phase, residents are allowed to visit other classrooms in the building to observe a variety of teaching styles and content areas. They should also complete final reflections, documentation, and any university-required summative assessments.

During the second semester, this schedule may be adjusted to meet the developmental needs of the resident with the advice and consent of the US. The EMT and US should work together to enhance the learning experience for the resident and the students that he or she will be teaching.

II.C.2 Attendance

During residency, residents are expected to be at their assigned school every day of the designated placement for the entire school day and should assume the same duties/responsibilities as the experienced mentor teacher. Typically, this means being present thirty minutes before school begins and thirty minutes after school. These duties and responsibilities may also include attendance at faculty meetings, open-house, parent-teacher

conferences and all other assigned duties. Residents may also be required to sign in/out at the front office of their assigned school; follow the effective mentor teacher's (EMT's) schedule for reporting to school and departing.

If illness or emergency should require a resident to be absent for any period of time, the resident **must notify** the experienced mentor teacher and the University supervisor. **The total number of days away (for any reason) from an assignment is three (3) days per residency semester.** If absent, tardy, or leaving early, the resident should fill out the **Resident Attendance Form** (see form in Appendix A). Complete and submit this form to the Professional Education Programs Office (PEP) **within one week of the absence**. If a resident must be absent on a day when he or she is expected to teach, lesson plans and materials must be provided to the experienced mentor teacher before the class begins.

Ideally, the only events that should prevent residents from reporting to their Residency I and II placements are the university approved events designated on Resident Calendar. If you are a resident that participates in university activities contact the PEP Office, EMT and University supervisor (US), to work out arrangements in meeting required days for licensure. Attendance at all scheduled university seminars and meetings is required.

Residents who have absences that are not warranted and/or fail to contact their experienced mentor teacher and university supervisor commit a serious breach of professional responsibility and may be removed from residency and/or receive a failing grade for their residency semester(s).

II.C.2.a Make-up Days

A resident is allowed **three days absence per residency semester**. Any resident absent for more than three days, regardless of the reason, will be required to make up those days after their last day of residency. All absences must be made up during regularly scheduled school days. It is the resident's responsibility to document make-up days (see form in Appendix B) **and to submit the Teacher Resident Make-Up Days Form to LiveText/SL&L.** Make up days cannot be fulfilled as substitution. Should the Resident's experience extend beyond the end of the semester, an **incomplete grade** will be assigned until the completion of the residency. The Make-Up form initiates the removal of an "T" to a grade for the residency semester.

II.C.3 Daily (School) Schedule

A one-year supervised residency shall take place in an approved classroom, including public charter classrooms or an accredited private school classroom. All settings must adhere to requirements outlined in the current State of Arkansas Division of Elementary and Secondary Education (DESE) Rules Governing Educator Licensure.

Residents are expected to follow the arrival and dismissal times established by the school for its regular teaching staff and to follow the experienced mentor teacher's daily schedule, including any assigned lunch, bus, or playground supervision. Attendance at all faculty meetings, staff development workshops, open house, parent-teacher conferences, and other professional activities is expected. Residents follow the calendar and holiday schedule of the school district to which they have been assigned, during the Arkansas State University academic calendar.

II.C.4 Working with the Experienced Mentor Teacher

Residents' experienced mentor teachers (EMTs) and university supervisors are jointly responsible for the evaluations during the residency year. While university supervisors will visit candidates regularly, EMTs are highly qualified and are the major source of information and modeling for residents' professional development. Candidates and their mentor teachers should engage in daily informal conversations designed to assist and support. Candidates should also schedule lengthier conferences with their mentor teachers after observations that promote reflection and professional growth.

II.C.5 Guidelines for Substitute Teaching during Residency

Resident teachers will be permitted to act as substitute teachers during their yearlong residency experience under the conditions outlined below. Residents may count substituting toward their residency hours; however, residents reserve the right to opt out of substitute teaching. Substitute teaching is not a program requirement for A-State's yearlong experience.

Resident I and II Candidates (this does not apply to Residents who are Teacher-of-Record, including MAT and Aspiring Teacher candidates):

1. Must be approved as a Substitute Teacher through your district prior to starting their yearlong Residency experience. Must complete all school district-based requirements to substitute at the residency site (i.e. application, fingerprinting, background check, W-9, etc.)
 - Residents should follow the payment guidelines outlined by the employing school district.
 - Residents should confirm all policies with the district Human Resource Department.
2. Can substitute in the mentor teacher's classroom or another classroom at the residency school site, depending on the Residency semester.
 - Residency I candidates may substitute in their Experienced Mentor teacher's classroom and/or another classroom at the residency school site.
 - Residency II candidates may substitute anywhere within their residency district site.
3. Must not exceed 15 substitute teaching days (approximately 1 day per week) per the A-State academic calendar semester. If special circumstances arrive, the resident can communicate with school personnel and the PEP Office for exceptions. Residents are allowed to substitute outside of the A-State Academic Calendar.

4. Must ensure that Walkthroughs and POP Cycles do not occur on a substitute teaching day.
5. Residents cannot serve as long-term substitute teachers or be hired by a district until after their last day of residency, including attendance of Exit Evaluation.

II.C.6 Working during Residency

The university recognizes that the teacher residency is a full-time responsibility, and candidates should work diligently to develop behaviors that will contribute to excellence in their professional performance. The residency program allows the district to better acclimate the teacher resident into the learning and school environment. Therefore, some districts may use residents as paid substitutes, paraprofessionals, or tutors as part of their experience. The Professional Education Programs Office does not recommend employment at outside jobs.

II.D. Professionalism Policies

Residents are expected to demonstrate commitment and responsibility to high professional, ethical, and performance standards in appearance, word, and deed. Residents are expected to read and understand the Professional Code of Ethics for Arkansas Educators.

II.D.1 Social Media/Technology

Residents manage social media presence and communication in a professional manner and refrain from posting residency materials, information, photos, or personal commentary on social networking sites. The teacher education program recommends caution in the use of personal social media as this may reflect on your professional reputation.

All forms of electronic devices, such as cell phones, iPads, etc. should only be used for academic and instructional purposes.

II.D.2 Dress Code

A teacher resident is expected to be professional at all times. Dressing professionally makes an important impression on P-12 students, co-workers, and the administration. Residents must always dress professionally whether for in-person instruction or remote instruction. Manner of dress in the school must be maintained on a professional level to demonstrate the candidate's commitment and responsibility to high standards. Professional dress may be defined by the Resident's school/school district policy.

Unprofessional dress will be documented. If dress code violations occur, supervisors are advised to document the offense. Areas of concern should be addressed by the EMT and/or University supervisor and concerns should be shared with the resident.

II.D.3 Liability

Candidates are required to obtain Professional Liability Insurance before entering residency. This type of insurance coverage may be obtained through a variety of sources, including your personal insurance company. Insurance may be provided through membership in the Arkansas Education Association (AEA), American Federation of Teachers (AFT), or National Education Association (NEA). Insurance should be purchased after May 31st so coverage will remain in effect for the duration of the residency year. Candidates should turn in proof of liability insurance (copy of card or receipt) to the Office of Educator Preparation by August 1st of their residency year. Submit proof of insurance electronically to the Office of Educator Preparation at bechols@astate.edu or bring a printed copy to the PEP Office in Ed/Comm 213. Proof of insurance must be on file in this office before candidates will be allowed to report to their residency placement.

II.D.4 Code of Ethics

Candidates are expected to behave in a professional ethical manner at all times. Removal of a candidate will be considered when any unprofessional or unethical behavior has been exhibited by the resident in the school setting. Candidates are expected to be aware and follow local, state, and federal policies and laws. They are expected to maintain confidentiality of student information, maintain composure in the classroom, and exhibit a positive attitude toward the teaching profession.

The following represents the Code of Ethics put forth by the Arkansas Department of Education.

Watch the Code of Ethics video at <https://youtu.be/3xLo0ZiY6mE?t=1s>.

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The DESE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations.

What is expected of Arkansas Educators?

Standard 1

An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2

An educator maintains competence regarding his or her professional practice, inclusive of professional and ethical behavior, skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3

An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4

An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

Standard 5

An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6

An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7

An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8

An educator, while on school premises or at school-sponsored activities involving students, refrains from: a) using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances, and/or possessing items prohibited by law, or b) possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or c) abusing/misusing prescription medications or other authorized substances as evidenced by impairment

Who has to abide by the Code of Ethics?

Arkansas law mandates that every person with a valid Arkansas teaching license, pre-service teachers, and all educators teaching under an Act 1240 waiver are required to abide by the Code of Ethics for Arkansas Educators.

II.D.5 Dispositions

Residents will follow the rules and policies of their placement school and of the College of Education and Behavioral Science and Arkansas State University, including those pertaining to professional dispositions.

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as, "The habits of professional action and moral commitments that underlie an educator's performance." CAEP standards require teacher preparation programs to address and assess candidate dispositions. In addition, motivation for assessing disposition is particularly helpful for teacher candidates to expedite the course of change needed to address problems associated with inappropriate attitudes and actions before and during clinical experiences. Developed by researchers from The University of Tampa, Educator Disposition Assessment (EDA) instrument is a

valid and reliable research-based instrument for measuring candidate dispositional behavior. The EDA was adopted by the A-State EPP to monitor and assess candidate dispositional behaviors as they progress through the educator preparation program. Structured across a 0 to 2 Lickert scale, the foundation and development of the EDA tool and its use were specifically designed to align with CAEP and InTASC Standards and the Danielson and Marzano frameworks.

Teachers candidates at A-State are expected to demonstrate professional behaviors that are indicative of the following dispositions characteristic of effective educators: (1) oral communication skills; (2) written communication skills; (3) professionalism; (4) positive attitude; (5) preparedness in teaching and learning; (6) appreciation of and value for cultural and academic diversity; (7) collaboration; (8) self-regulation; and (9) social and emotional intelligence.

Teacher candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program. In addition, professional behaviors and dispositions are assessed at various points in the program. The candidate who fails to demonstrate acceptable performance of dispositions is referred to the Educator Review Committee for intervention/remediation

Residency candidates' professional dispositions will be measured throughout the residency year on the Educator Disposition Assessment (EDA). Candidates complete the EDA self-assessment prior to Admissions, and when necessary throughout the program.

Mentor teachers can refer to the professional disposition skills below when completing the Residency Candidate Performance Checklist throughout Residency I and Residency II.

<https://www.astate.edu/a/prof-ed-programs-office/files/Fall-2022/Writeable%20EDA%20for%20Self%20Assessment.pdf>

II.E. Teacher-of-Record Pathways

Candidates may use their Residency placement to fulfil a Teacher-of-Record position, provided their placement meets all academic program and licensure requirements.

II.E.1 Master of Arts in Teaching

To participate in the Residency clinical experiences, Master of Arts in Teaching (MAT) candidates will need to have obtained a *Provisional Teaching license* and be a *Teacher-of-Record* in an approved setting as defined by the initial license the candidate is pursuing. This allows MAT candidates to serve as the classroom teacher, with all benefits and compensation indicated, as they complete the MAT program year-long residency. Admission to the Residency courses will require documentation of the *Provisional Teaching License* and *Teacher-of-Record* Status for ELSE 6203, Residency I, and ELSE 6206, Residency II (Special Education MAT); or TE 6393 MAT, Residency I in Teacher Education, and TE 6396, MAT Residency II in Teacher Education (MAT for Art, Business Technology, Elementary Education, and Middle Level Education).

MAT program coursework may still be taken with the Residency I course (ELSE 6203 or TE 6393); additional hours allowed to be taken along with the Residency I course is determined by program. All program coursework, with the exception of the Residency II course, must be completed prior to beginning the Residency II course.

The Residency courses are to be completed in consecutive semesters, Fall to Spring. Candidates not completing the sequence as identified will need to have permission from both the program coordinator and the Associate Director of Field Placement, Professional Education Programs Office.

II.E.2 Aspiring Teacher Permit

Residents may have the opportunity to apply for an Aspiring Teacher permit. This permit allows an individual still completing their Bachelor's degree toward initial licensure to serve as the Teacher-of-Record in an appropriate classroom setting for the Residency I and Residency II semesters. This option requires a clear partnership agreement among the hosting school/district, DESE, and the Professional Education Programs Office, with approval from the Resident's Program Coordinator. As an Aspiring Teacher Resident, all Professional Education Programs checkpoints and paperwork must be completed in a timely manner as related to the Residency experience.

During Residency I the Aspiring Teacher will still have coursework to complete; this must be considered when making the decision to allow the Resident to become an Aspiring Teacher. While professional duties as the classroom Teacher-of-Record are a priority, so also is remaining in good standing in the program the individual is completing. An Aspiring Teacher should have no additional coursework to complete for Residency II. In addition, Residency I and Residency II have their own coursework requirements which also must be successfully completed for graduation.

II.E.3 Apprenticeship Program

Registered Apprenticeship: A proven model of professional training that has been validated by the United States Department of Labor (USDOL). It allows employers to develop and prepare their future workforce. Teacher apprenticeship is an evidence-based approach to educator development.

Registered apprentice qualifications:

Employed by a school district or charter school.

Enrolled in college coursework leading to an AR teaching license.

Preferential selection for current Certified Teaching Assistants.

A registered apprentice will:

Gain on-the-job training that is unique to the school.

Gain mentoring from an experienced professional.

Gain direct contact with students for at least 10 hours per week.

Earn a progressively increasing wage during skills development.

Receive a nationally recognized Certificate of Completion of Apprenticeship.

DRAFT

SECTION III: ASSESSMENT OF RESIDENT

III.A. Assessment Schedule

Candidates need to be mindful of the various assessment required throughout the residency program and when they occur. There may be additional program assessment requirements to the those in the chart listed below.

Evaluation Schedule		
Residency Candidate	University supervisor	Experienced Mentor Teacher
Prior to/During Residency I		
EDA Self-Assessment		
Residency Field Placement Information		
Lesson Plans for each observation to be submitted to your mentor teacher or university supervisor	Lesson Plan Evaluation	Monthly Check-in
Educator Disposition Assessment (EDA)	POP Cycles (2 US, 1 US+EMT)	POP Cycles (1 US+EMT)
	Walk-throughs (2-4)	
Residency II		
Lesson Plans for each observation to be submitted to your mentor teacher or university supervisor	POP Cycles (2 US, 1 US+EMT, and Summative Evaluation)	POP Cycles (1 US+EMT and Summative Evaluation)
Submission of Teacher Performance Assessment (edTPA)	Walk-throughs (2-4)	
EDA	Aspiring Teacher Rubric	
Exit survey		

III.B. Educator Dispositions Assessment

The Educator Disposition Assessment (EDA) is completed on all candidates several times during their program. To give students an understanding of the instrument, all students are asked to self-complete an EDA at admission. At admission, an EDA is completed on all students as part of the admission process. Concerns about dispositions at this point would be indicated to the student but would not bar admission to the program. Concerns at admission are included as comments on the Signature Page and shared with the student prior to submission of the Signature Page to the Professional Education Programs Office.

The EDA is completed on candidates at least two additional points in the program; once prior to or during Residency I and once during Residency II. The EDA may be completed on a candidate at any point in which university or clinical faculty determine the need to indicate to the student concerns about their dispositions. If at any of these times, scheduled or unscheduled, the candidate is scored a 0 on any disposition, the Disposition Concern Process is initiated.

III.C. Grading Procedures for Residency II

Final Grade:

The final grade will be computed by the university supervisor with the classroom performance evaluation (section 1) counting 80% of the overall grade and portfolio and/or additional program requirements (section 2) counting for 20% of the overall grade. **Failure to submit your Unit Internship Portfolio to the University supervisor and to College SL& L will result in a grade 'F'.**

Grading Scale:

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% and below	= F

III.D. Assessment by University supervisor

III.D.1 POP Cycles

Formal observations will take the form of POP Cycles.

Pre-Observation – Observation – Post-Observation.

All formal observations must follow these steps:

1. The teacher resident discusses and schedules the observation with the Effective Mentor Teacher for a date, time, and subject area that is available and appropriate.

2. The teacher resident consults with the mentor/Effective Mentor Teacher on the standards that will be addressed in the lesson and on the development of the lesson plan. For formal observations, teacher residents are required to use the university-provided lesson plan template. The teacher resident's Blackboard course contains all of the required forms and assignments. The teacher resident submits the lesson plan and all observation forms to the Blackboard course for final review and grading by the field supervisor.
3. The teacher resident completes the Pre-Observation Conference form two days before the formal observation.
4. The day before the observation, the mentor/Effective Mentor Teacher and the teacher resident meet for a 30-minute "pre-observation conference" or "pre-conference" in which they review the lesson plan and the Pre-Observation Conference form. This is an opportunity for the teacher resident to ask final questions and for the Effective Mentor Teacher to provide final feedback and suggestions on the lesson. The Effective Mentor Teacher completes the final section of the form, "Field Supervisor/Effective Mentor Teacher Pre-Conference Notes," documenting the main points discussed during the pre-conference.
5. The mentor/Effective Mentor Teacher observes the 45-minute lesson. During the observation the Effective Mentor Teacher uses the provided Scripting Pages to document what the teacher resident and the students say and do during the lesson. Scripting should be an objective documentation of what was said and done during the lesson by both the teacher resident and the students.
6. During the observation or immediately following it, the mentor/Effective Mentor Teacher completes the provided Formal Observation Evaluation form. The Effective Mentor Teacher rates the teacher resident in all domains and dimensions of the TESS rubric, except dimensions 4.3 and 4.4, Professional Development and School and Community Involvement.
7. During the observation or immediately following it, the mentor/Effective Mentor Teacher also completes the relevant fields of the Post-Observation Conference form.
8. Following the observation, either the day of the observation or the next day, the mentor/Effective Mentor Teacher and the teacher resident meet for a 30-minute "post-conference." The post-conference is the formal debrief of the observation. The Effective Mentor Teacher leads the post-conference using the Post-Observation Conference form as a guide.
9. The teacher resident completes their portions of the Post-Observation Conference form within 48 hours of the observation.
10. The teacher resident uploads all completed documents to the SL&L course shell for final review and grading by the field supervisor.

III.D.2 Walk-throughs

Four informal observations per semester will be conducted by your university supervisor . Walkthroughs are meant to serve as coaching opportunities for reflection and growth as you

progress through the residency experience and well into your teaching career. Specifically, a walkthrough/informal observation is a:

1. Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
2. Method to allow evaluators opportunity to gather additional evidence on identified focus area(s) to enhance teacher practice;
3. Process for giving targeted evidence-based feedback to teachers; and
4. Means for evaluators to visit classrooms more frequently and more purposefully.

What to expect:

1. Walk-throughs will not be scheduled, but the Resident will be provided a two-week window of when they may expect a 10-15 minute observation by their university supervisor .
2. Residents do not need to prepare for the visit. The University supervisor will capture whatever is happening at the time in the classroom and will give the Resident feedback and an opportunity to reflect.
3. The University supervisor will complete the Walk-through Form and upload it to the SL&L system to make it accessible to the Resident. The Resident may be expected to meet with the University supervisor after each walkthrough to receive feedback, coaching, and support.
4. The Walk-through Form will have a Resident signature to complete via SL&L after each of the four observations. Prior to signing, you should review the feedback and reflect on your practices related to this feedback. Continued reflections throughout Residency will be factored into the overall final grade for the course.

III.D.3 Summative Evaluation

Near the end of the internship experience and after the completion of all required formative evaluations, the experienced mentor teacher and university supervisor will meet to complete the summative evaluation. Collaboratively, the university supervisor and the experienced mentor teacher will conference with the teacher intern to discuss the summative evaluation form. The university supervisor will collect all forms and turn them in to the PEP office.

III.G. Resolution for Personal Concerns

If, at any time, the experienced mentor teacher, the building administrator, or district administrator requests that a resident be removed from the classroom or school site for any reason, the resident shall immediately comply. In addition, the resident should also immediately contact the Residency Coordinator and the PEP office.

Improvement Plan:

At the first sign of performance concerns of a Resident, the EMT, university supervisor, course instructor, building administrator or Residency Coordinator should provide the Resident with direct feedback and offer support and guidance. Early indicators could include poor performance documented in feedback logs or formative reports, frequent absences or tardies, conflict with other Residents or the Mentor or other collaboration and communication problems (as measured by the disposition assessment or the Aspiring Teacher TESS evaluation). Informal support, feedback, and evidence will be given to the Resident to resolve. If performance issues are not resolved, this will warrant an Improvement Plan. Residents with extensive performance or professionalism issues, excessive absenteeism or other misconduct may be subject to discipline and/or discharge.

The improvement plan is written only for a Resident who needs very specific focus and growth to achieve the competencies required for licensure. In addition to the observation reports completed by the University supervisor, the improvement plan indicates target areas and support systems for immediate attention. The University supervisor, EMT, and Residency Coordinator will oversee the implementation and progress of the improvement plan.

Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the resident, the experienced mentor teacher, and University supervisor is critical. Once it has been determined that an improvement plan is necessary, a conference should be scheduled with the resident to discuss these concerns. A plan of action should be established and implemented. The resident will be responsible for the enactment of the areas for growth with guidance provided by the EMT, University supervisor and Residency Coordinator.

If a resident does not meet the requirements of an improvement plan within five (5) school days, the resident may need to withdraw and reapply for the opportunity to complete a residency in a future semester.

Cancellation of Resident Placement:

Residency placements are “agreements” between the university and school districts. As with any agreement, both parties are expected to honor their obligations. The school should not accept the teacher resident unless a willing qualified experienced mentor teacher (EMT) agrees to the assignment. Occasionally, cancellations for the residency placement are necessary. A candidate may become ineligible or personal situations may arise to cause a delay. In such cases, written notification will be sent to the school principal and EMT. At the school, a cancellation may be forced by the resignation, transfer, or promotion of a mentor teacher. In such cases, notification as early as possible is an expected courtesy.

Withdrawal from a Resident Placement:

Teacher residents withdrawing from the residency placement after the start of the teaching residency semester due to illness, financial or personal reasons must contact the University supervisor to discuss the withdrawal procedure. To withdraw after the start of the teaching residency semester, the resident must complete the Withdrawal from Teaching Residency form (see form in Appendix C). This form must be filed with the Associate Director of Field Placement for placement in the resident's file in the Professional Education Programs office. The teacher resident may apply for readmission with the Director's approval. To apply for readmission, a new Pre-Teacher Residency Checkpoint application must be filed within the time requirements of the requested semester. Before proceeding with the next placement, the teacher resident may be asked to demonstrate resolution of the situation so that it will not interfere with the reassigned residency placement. If it is necessary to withdraw from the teaching residency a second time, then the resident must go through the Appeals Procedure to appeal for readmission into the teacher residency.

Residents withdrawing from teaching residency due to unsuccessful performance must contact the University supervisor and Associate Director to discuss the areas of concern. A teacher resident must complete the Withdrawal from Teaching Residency form (see form in Appendix C). This form must be filed with the Associate Director of Field Placements for placement in the resident's file in the Professional Education Programs office. If the resident willingly withdraws from the residency while placed on an improvement plan, the resident will be required to remediate based on the designated improvement plan goal(s) prior to readmission into the teaching residency semester. The resident will be required to submit sufficient documentation and evidence to the Appeals Committee indicating the goals of the remediation plan have been met. The Appeals Committee will review the provided documentation and decide to either allow the resident readmission into residency or deny and therefore, make further suggestions for remediation.

A teacher resident who has withdrawn from Residency I/II will not be placed again in another clinical experience in the semester in which he/she withdraws. If a teacher resident withdraws from the teaching residency semester for any reason, it is his/her responsibility to do the following: (1) complete the Withdrawal from Teaching Residency form and (2) follow A-State policy to officially withdraw from the University. [Note: Financial Aid may be impacted if the resident withdraws. There is no partial credit for residency.]

Termination of a Placement Agreement:

Although rare, sometimes a resident's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials to seek termination of the resident. If an experienced mentor teacher or building administrator believes a resident is not performing appropriately in the assignment, the experienced mentor teacher and/or building administrator must discuss the problems with the University supervisor and the resident. If the University supervisor believes a resident is not performing appropriately in the assignment, the University

supervisor must discuss the situation with the experienced mentor teacher, building administrator, and resident.

After the discussion (regardless of whether the partner school personnel or the university personnel initiated the concern for lack of performance), the university supervisor and the experienced mentor teacher will collaboratively write an improvement plan for the resident. The improvement plan will be shared with the resident and signed by the resident to confirm agreement to work toward meeting the goals of the improvement plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the PEP Office for review and placement in the resident's file. If the resident shows continuous improvement, the resident will proceed with the experience at the assigned site with careful supervision.

Though the resident appears to be progressing at a rate that will result in successful completion of the residency experience, continued assistance may be needed. In a few situations the resident's performance at a later date may not result in continuous improvement. If the improvement plan does not result in continuous improved performance, the resident will be removed or given a failing grade for the residency experience.

If the experienced mentor teacher, building administrator, or experienced mentor teacher continues to see no improvement in the resident's performance within five (5) school days of the date of the resident's signature on the improvement plan, a decision for dismissal may be made. The clinical supervisor, building administrator, and University supervisor will conference with the Associate Director of Field Experiences and the PEP Office Director at the resident's assigned placement site. The resident will be called into the conference to hear progress or lack thereof. The resident will leave the conference for the partner school and the university supervisor to discuss termination or no termination. At the end of the meeting the resident will be apprised of the decision. If a school requests termination, a letter of dismissal must be sent to the University supervisor within three (3) school days of the conference with the Associate Director and Director of the PEP Office. The letter of dismissal shall include the date of termination and goals of the improvement plan that were not met. If a dismissal is a collaboration between the PEP Office and the partner school, a dismissal letter will be sent to the resident within three (3) school days of the conference. The resident must withdraw from the teaching residency course(s). Failure to withdraw from the residency within by the deadline in the annually published Academic Calendar, a grade of "F" will be assigned. If the resident is terminated from the teaching residency, the resident will not be placed again that semester and must appeal for readmission to the teaching residency.

Removal of a resident from a partner school for reasons other than lacking in performance may be required in rare or emergency situations. Removal of a resident from a partner school will be considered when any of the following situations occur:

1. unprofessional or unethical behavior has been exhibited by the resident in the school setting (For example: sharing personal private information or any comments that pertain to explicit sexual topics with K-12 students.
2. any evidence of a lack of sensitivity to students with learning differences by the resident,
3. excessive absenteeism, tardiness, and/or failure by the resident to comply with established rules and policies,
4. two incidents of no lesson plans for the university and/or experienced mentor teacher; the first visit in which there are no plans is a warning; the second time lesson plans are not available there is cause for removal,
5. inappropriate interpersonal skills and/or behaviors with K-12 students, staff, faculty, and administrators,
6. inappropriate attitude or hostility,
7. inappropriate use of technology in or out of the school setting (mobile devices, social media forums, photos, etc. (For example: texting K-12 students for any reason, giving K- 12 students your personal phone number, befriending K-12 students on any social media including Facebook, and sending K-12 students improper materials, videos, or messages are all inappropriate uses. Remember, iPads, phones, laptops, tablets, etc. should only be used for legitimate educational purposes.), and
8. breach of confidentiality concerning a K-12 student, school personnel or another resident

Termination Process:

Within three (3) school days of receiving a complaint supported by appropriate documentation, the PEP office Director will convene a committee consisting of the Associate Director of Field Experiences, the PEP office Director, the university supervisor, and the experienced mentor teacher to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the resident within three (3) school days of the committee meeting. If the decision is termination, the resident must withdraw from the residency course(s). Those who do not withdraw before designated drop date will receive a grade of “F” as a letter grade.

A placement may be terminated immediately if the safety of either K-12 students or a resident is compromised by continuing the placement. Decisions for immediate termination should represent a consensus among the school building administrator or superintendent, the University supervisor, the clinical supervisor, and the Associate Director of Field Placements or the PEP office Director. A decision for immediate termination cannot be made unilaterally.

Residents who feel unsafe should contact either the University supervisor or the PEP Associate Director or Director to communicate their concerns. School personnel who believe their K-12 students are unsafe if the placement continues should contact either the University supervisor or the Associate Director or the PEP Director. A University supervisor who believes either the resident or the K-12 students are unsafe should contact the Associate Director or PEP Director. The Associate Director Field Placements or the PEP Director will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made only after other alternatives have been considered. These alternatives should include opportunities for the resident to learn ways of handling difficult or controversial situations that often arise in school settings. (Note: If a resident is withdrawn from the residency, successful remediation must occur prior to another school placement. The Appeals Procedure outlines the process to follow.)

Appeals Procedure for the Resident:

Residents appealing for readmission into the teaching residency will submit a typed letter to the Associate Director of Field Placements requesting a meeting with the appeals committee. In the written letter, the resident will justify their request and steps that have been taken to rectify the situation.

The letter must include why they should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help them remediate problems identified during the first teaching residency.

The letter will be forwarded to the Professional Education Programs Director, who will then convene the Appeals Committee. The Director contacts the resident indicating the time and place of the meeting requesting that the resident be prepared to explain the goals of the improvement plan, provide documentation to verify the remediation related to the improvement plan, and to answer questions by the committee members.

The appeals committee will consist of the PEP Director, Associate Dean, University supervisor, academic chair, and two faculty members. Others to be included, when appropriate, in the appeals process as a non-voting member may include: resident's University supervisor from the first experience, resident's advisor, or any other person deemed appropriate.

The appeals committee can either accept or deny the resident's appeal request. The resident will be notified within five (5) school days of the Appeals Committee's decision.

APPENDIX A:

Residency Attendance Form

Circumstances may occur to cause interns to be absent, to arrive late or depart early. When this happens, the teacher intern must fill out this form and the experienced mentor teacher will sign.

Name: _____ Assigned School: _____
(Print)

Clinical Supervisor: _____

Check one:

- ☐ Absent
- ☐ Tardy
- ☐ Early Departure

Give a short explanation for your lack of presence on _____ (Date)

The experienced mentor teacher will retain the form and forward it to the university supervisor at the end of the intern's placement. The university supervisor maintains a copy of the absentee form to forward to the university supervisor for the second placement.

NOTE: This form may be copied or additional forms may be obtained on the Professional Education Programs website: <http://www.astate.edu/a/prof-ed-programs-office/index.dot>

APPENDIX B:

Teacher Intern Make-up Days Form

DATE									
TIME IN									
TIME OUT									

DATE									
TIME IN									
TIME OUT									

Clinical Supervisor's Signature

Date

Teacher Intern's Signature

Date

The teacher intern will document time for make-up, secure signatures after time is made up, and when the make-up has been completed return this form to the Professional Education Programs Office, College of Education, Room 213.

Note: This form may be copied or additional forms may be obtained from the Professional Education Programs Office website <http://www.astate.edu/a/prof-ed-programs-office/index.dot>

APPENDIX C:

WITHDRAWAL FROM TEACHING INTERNSHIP

This form must be completed by a resident withdrawing from the capstone internship and filed with the Associate Director of Field Placement for placement in the resident's file in the Professional Education Programs office. A resident who withdraws from the Residency will not be placed in another experience in the semester in which he/she withdraws.

Date: _____ Residency Semester: _____

Applicant's Name _____ ID# _____

Address at time of withdrawal _____

Applicant's Signature _____

Reason for withdrawal:

- ☐ Illness
- ☐ Financial
- ☐ Personal
- ☐ Unsuccessful Performance
(must check if you are on an Improvement Plan)

NOTE: To apply for readmission, a new Intent for Teaching Internship application must be filed with the PEP office within the time requirements of the requested semester.

It is my intent to apply for readmission. If yes, when? ☐ Yes ☐ No _____

University supervisor Signature _____ Date _____

Associate Director of Field Placement Signature _____ Date _____

PEP Director Signature _____ Date _____

Return this form to the PEP Office

Date received: _____

Residency Assignment: _____
School _____ Name of Experienced mentor teacher _____